

**THE INFLUENCE OF USING DUNGEON AND DRAGON BOARD TECHNIQUE
TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER
OF SEVENTH CLASS AT SMP SWADHIPA 1 NATAR
IN 2015/2016 ACADEMIC YEAR**

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RADEN INTAN LAMPUNG
2018**

ABSTRACT

THE INFLUENCE OF USING DUNGEON AND DRAGON TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE SEVENTH CLASS AT SMP SWADHIPA 1 NATAR

By

ABDU ROHMAN MUTAKIN

It means that the ability to speak English needs to be mastered. The mastery of speaking skill is essential in order to construct sentences and conversations for social interaction. However, most students of SMP Swadhipa 1 Natar face problems in understanding the meaning of words.

The research was intended to find out whether Dungeon and Dragon Technique could be used to improve students' speaking ability and to analyze the implementation of teaching speaking ability. The subject of the research were seventh graders of SMP Swadhipa 1 Natar. The research conducted from march 21st 2017 through april 23rd 2016.

In this research, the instrument was oral test. The test was aimed at measuring the students' speaking ability, in this case, the test used oral. There are two kinds of instrument of the research: they were pre test and post test. The data by using Repeated measure T-test in SPSS 17.0.

The result of the research showed the mean score was 64.6 in pre test and 69.9 in post test. And T-value was 3.874 which was higher than T-table 0.3246 and 2 tail significant 0.000 than was lower 0.05. It can be concluded that there is a significant influence of using Dungeon and Dragon Board Tachnique toward student's speaking ability.

Keywords : *Dungeon and Dragon Board Tachnique, speaking ability.*



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SPEAKING ABILITY AT THE FIRST SEMESTER OF
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MOTTO

“ Today must be better than yesterday “

(By : Wessy's)



DECLARATION

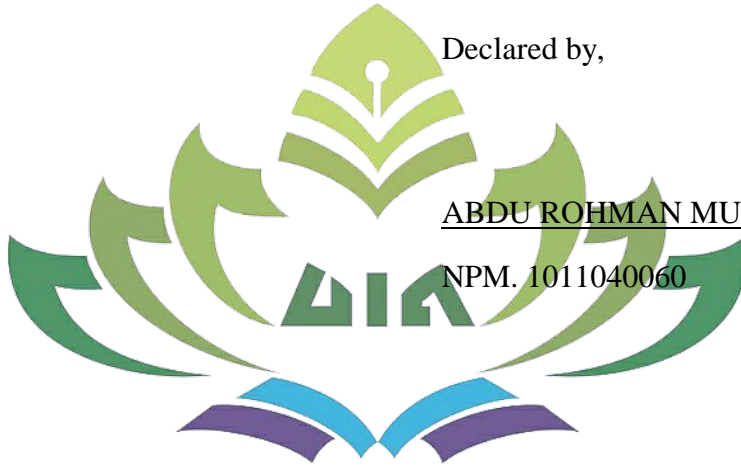
I hereby state that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in this thesis.

Bandar Lampung, February 2018

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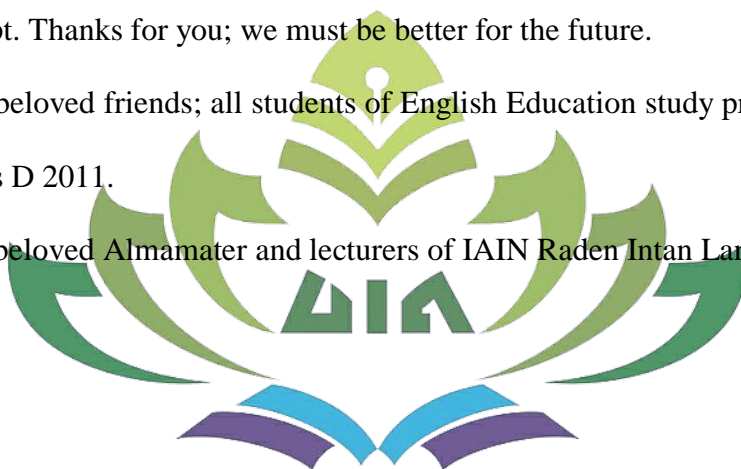
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DEDICATION

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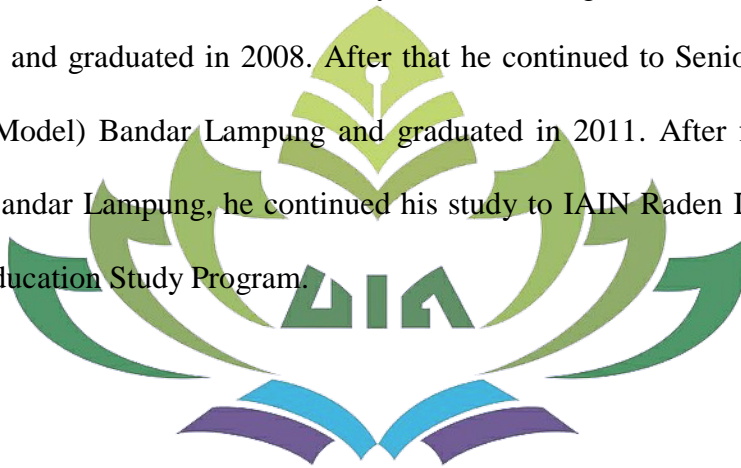
- ❖ My beloved Father and Mother, Syaenudin and Salbiyah, who always pray for my success, Thanks for all the motivation and support, I love you forever.
- ❖ My beloved brothers; Badrudin S.H.I, M.H, Najmuddin S.Pd.I, and Zainal Rofiki, who always support me and cheers me up until the completion of this script. Thanks for you; we must be better for the future.
- ❖ My beloved friends; all students of English Education study program especially class D 2011.
- ❖ My beloved Almamater and lecturers of IAIN Raden Intan Lampung.



CURRICULUM VITAE

The researchers' name is Junaedi. He was born in Wonosari, on January 7th, 1994. He is the youngest child of Syaenudin and Mrs. Salbiyah.

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ACKNOWLEDGEMENT

First of all, all praises be to Allah, the Most Merciful, the Most Beneficent for his mercy and blessing given to the writer during the study and in completing this final project. Then, peace and salutation maybe upon to the great messenger prophet Muhammad SAW, who have bring us from the stupidity to the cleverness.

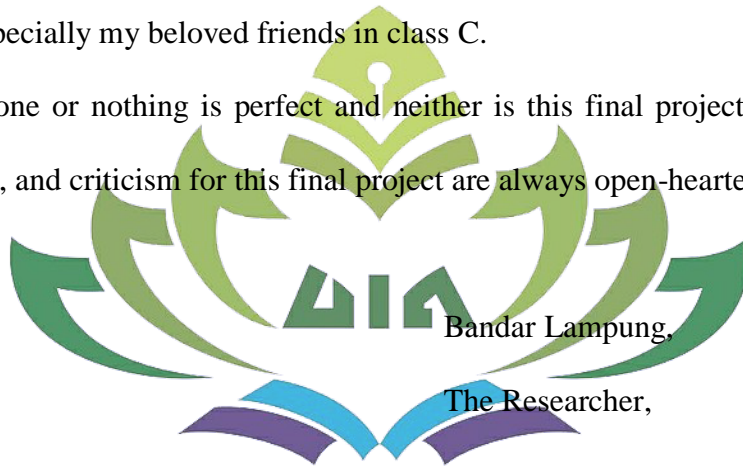
This thesis is presented to the English Education study program of IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

For those reason, the researcher would like to thank the following people for their ideas, time and guidance for this script:

1. DR. H. Chairul Anwar, M.Pd as dean of Tarbiyah and Teacher Training Faculty of IAIN Raden Intan Lampung with his personnel, who has given an opportunity to the researcher when on going the study until the accomplishment of this thesis.
2. Iwan Kurniawan, M.Pd. as the advisor for his guidance and help to finish this final project.
3. M. Ridho Kholid, M.Pd. as the Co advisor who has spent countless hours correcting this final project.

4. Drs. Hadlari Nawawi as the principal of MTs. Darussalam Natar and all the teachers and staffs who have helped the writer in collecting the data.
5. Ulfa Ali who helped the writer in conducting this study and also guided the writer how to make a good script.
6. All lecturers of the English Department of IAIN Raden Intan Lampung who have taught the writer since the first year of his study.
7. Beloved friends of English Department of IAIN Raden Intan Lampung, especially my beloved friends in class C.

Finally, none or nothing is perfect and neither is this final project. Any correction, comments, and criticism for this final project are always open-heartedly welcome.



Bandar Lampung,

The Researcher,

Junaedi

DEDICATION

This thesis is dedicated to :

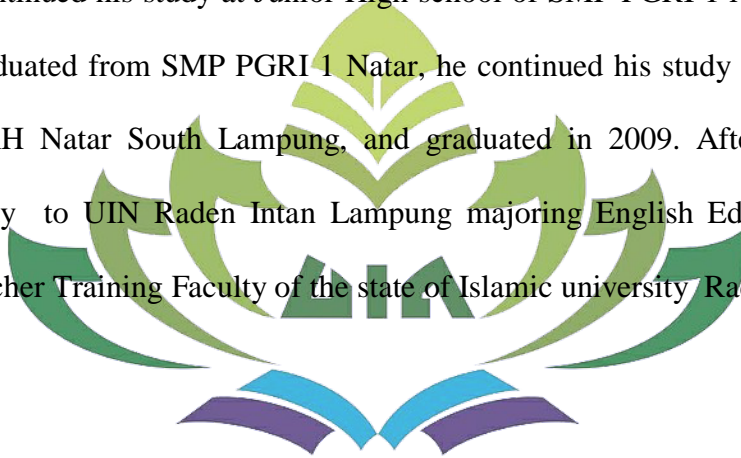
1. My beloved perents, my father Ayub and my mother Kasirah, who always give their endless love and pray for my success.
2. My beloved sisters and brother, Siti Marhamah, Hidayah Ma'rufah and Nasrulloh, who always support and give me suggestion for my success.
3. My beloved wife and child, Eva Syarifatus sholihat, S. Pd And Muhammad Arfan Razka Ramadhan, who always give their endless love, support and pray for my succes.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Abdu Rohman Mutakin was born on October 2nd, 1990 in Titirante, Rejosari, Natar Lampung Selatan. He is the third child of four children of the couple Ayub and Kasirah. He has two sisters and one brother, they are Siti Marhamah, Hidayah Ma' rufah and Nasrulloh. He married to Eva Syarifatus Sholihat, S.Pd. and has a son named M. Arfan Razqa Ramadhan.

He began his study at the elementary school of SDN 3 Rejosari Natar in 1997 and graduated in 2002. Then, he continued his study at Junior High school of SMP PGRI 1 Natar and graduated in 2005. After graduated from SMP PGRI 1 Natar, he continued his study to Islamic Boarding School AL FATAH Natar South Lampung, and graduated in 2009. After wards the writer continued his study to UIN Raden Intan Lampung majoring English Education Program of Tarbiyah And Teacher Training Faculty of the state of Islamic university Raden Intan Lampung.



ACKNOWLEDGEMENT

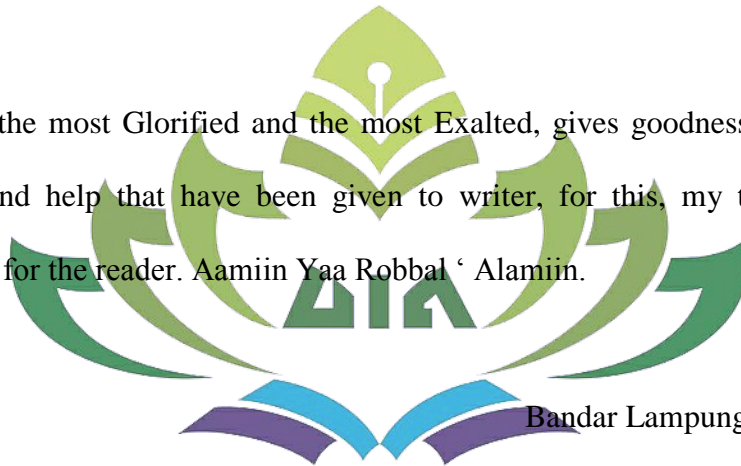
Praise be to Allah the most Glorified and the most Exalted for His mercy and blessing so that this thesis can be finally completed entitled “ The Influence Of Using Dungeon And Dragon Board Technique Towards Student’s Speaking Ability At The First Semester Of Seventh Class At SMP Swadhipa 1 Natar In 2015 / 2016 Academic Year ”. This thesis is also written as a part of the requirement of S -1 Degree in the English Education Study Program UIN Raden Intan Lampung. When Finishing this thesis, the writer has obtained so many help, assistances, aids, supports and many valuable thing from various sides.

Therefore, the writer would sincerely thank :

1. Prof. Dr. H. Chairul Anwar, M. Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Meisuri, M. Pd, the chairperson of English Education Study Program UIN Raden Intan Lampung.
3. Meisuri, M. Pd, The Advisor who has pateintly guided the writer until the completion of this thesis.
4. M. Ridho Kholid, M. Pd, the Co- Advisor who has given guidance and supervision especially in correcting this thesis.
5. Satria Adi Pradana, M.Pd, The Motivator who has pateintly guided the writer until the completion of this thesis.
6. The English Departement Lecturers in UIN Raden Intan Lampung.

7. Drs. H. Suprianto, M.M.Pd, the headmaster of SMP Swadhipa 1 Natar South Lampung for allowing him conducting the research : to English teacher at SMP Swadhipa 1 Natar Sout Lampung (Dian Setiawati, S. Pd) for being helpful during the research process. and Giving sugegestion during the research: and to the students of the sevent grade of SMP Swadhipa 1 Natar South Lampung for being cooperative during the research.
8. Eva syarifatus shalihat, S. Pd, she always love, supports, and understands. Thanks for being a great joy and delight in my life.
9. His best friends (aji, iqbal,rizki and teguh) who always give support for my success.

The Allah the most Glorified and the most Exalted, gives goodness and blesses for all guidance and help that have been given to writer, for this, my this thesis can give advantages for the reader. Aamiin Yaa Robbal ‘ Alamiin.



Bandar Lampung, February 2018

The Writer

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CHAPTER I

INTRODUCTION

A. Backround of the Problem

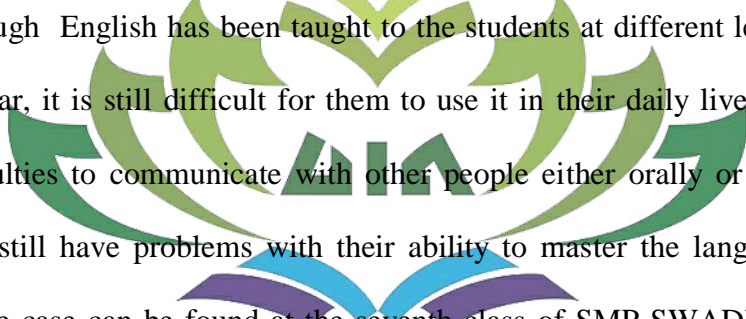
Language is the important thing in the human life, it is used to communicate to other people. By using language the people will express their ideas, emotion, and desires, and it used as a medium to intrac with one another, to fulfil their daily need. English has been the most important language in international communication. The people all over the world speak the language when they meet one another in every international meeting,wokshop,or conference. All countries in the world have set the language as one of the compulsory subject studied at school.

English has many functions, one of them as stated in the 2004 curriculum that English is means for the students to develop science, technology, culture and art, and the final objective of teaching and learning process is the students are expected to master the four skills of language: listening, speaking, reading, and writing.¹ Teaching and learning will be seccess if they are supported by some

¹Sunardi, *productive vocabulary and speaking ability of the second year students of MA Mu'allimin NW Pancor*. In the school year 2003/2004, selong STKIP Hamzawardi S- 1 Thesis. Unpublished. 2004.

factors such as the method that is using in teaching English, completeness of teaching facilities, interesting media, and condition of school environment.

In indonesia, English is taught as one of the compulsory subjects which are taught from elementary school to university. By learning English, the students are expected to be able to communicate in English both in written and oral forms. Thus they have to master the four skills: they are speaking, listening, reading and writing. They should be taught skillfully and communicatively in learning process in order to achieve the goal of indonesian curriculum.



Although English has been taught to the students at different level of education for year, it is still difficult for them to use it in their daily lives. They still find difficulties to communicate with other people either orally or in written form. They still have problems with their ability to master the language skills. This sample case can be found at the seventh class of SMP SWADHIPA 1 NATAR South Lampung in which students' achievement in English, particularly in speaking, was still low. Most of them get scores below the criteria of minimum Speaking skill. In other words, the students' achievement in English is still low. This can be seen in the following table.

Table 1.1
Student' Score for Speaking at the Seventh class of SMP SWADHIPA 1 Natar South
Lampung 2015 / 2016 Academic Year

| NO. | Score | Number Of Students | Percentage |
|-----|-----------|--------------------|------------|
| 1 | ≥ 70 | 27 | 38.30% |
| 2 | < 70 | 80 | 61.70% |
| | | 107 | 100% |

Source: Document of students' score for speaking at the seventh class students of SMP SWAHIPA 1 Natar south Lampung in 2015/2016 Academic year

Based on the table above, it can be seen that there are more students who get lower scores below the criteria of speaking skill of the school, as 80 out of 107 students or 61.70 % than those who get scores above the creteria of mnimum mastery, as 27 students or 38.30 %. One the other side, from the result of interview with the teacher, it was found that the students got problems with their speaking and he found it difficult to find teaching tecniques to be used to help the students master speaking skill. Besides, from the interveiw with the students, the they said that most of them found difficulties in mastering speaking because they felt bored of the technique the teacher used. Consequently, they felt discourage to learn English, especially in learning speaking.

Related to problems faced by the teacher in teaching speaking and faced by the students in mastering speaking, the writer conducts a research regarding to the teaching teqnique used by the teacher that can support his teaching of English espeacially for teaching speaking to the students. The writer wants to use Dungeon And Dragon Board Game as a teaching tecnique for teaching

speaking. In the research the writer wants to find out the influence of using Dungeon And Dragon Board technique toward students' speaking ability. Therefore, this research is entitled “ The Influence Of Using Dungeon and Dragon Board Technique toward Students' Speaking Ability at the Seventh Class of SMP SWADHIPA 1 Natar south Lampung in 2015/2016 Academic Year”

A. The Identification of the problem

Seeing the background of the problem above, the writer formulates the identification of the problem as follows:

- a. The students are difficult to express speaking skill.
- b. The teacher does not use variety of techniques in teaching speaking.
- c. The teacher using monotont technique

B. Limitation of the problem

Considering the problem identified above, the writer limited the research problem. The limitation of research is that the influence of using Dungeon And Dragon Board technique toward students' speaking ability at the first semester of seventh class of SMP SWADHIPA 1 Natar south Lampung in 2015/2016 academic year.

C. The Formulation of the Problem

In this research, the writer formulates the problem as follows:

Is there any significant influence of using Dungeon And Dragon Board Technique toward students' speaking ability at the first semester of the seventh class of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 academic year?

D. The objectives of Research

The objective of the research is : To know whether there is the significant influence of using Dungeon And Dragon Board Technique toward students' ability at the first semester of the seventh class of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 academic year.

E. Uses of Research

The result of the research can be used:

- a. To give information to English teacher about the influence of using Dungeon And Dragon Board Technique toward students' speaking ability.
- b. To know the influence of using Dungeon And Dragon Board Technique toward students' speaking ability at the first semester of seventh class at SMP SWADHIPA 1 Natar South Lampung in 2015/2016 academic year.

F. The Scope of research

The scope of the research as follow :

1. The subject of the research

The subject of research is all of the seventh class students of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 academic year.

2. The object of the research

The object of the research is the use Dangeon And Dragon Board Technique in mastering speaking.

3. The time of the research

The time of the research is conducted at the first semester in 2015/2016 academic year.

4. The place of the research

The research is conducted at SMP SWADHIPA 1 NATAR South Lampung.



CHAPTER II

FRAME OF THEORIES, FRAME OF THINKING AND HYPOTHESIS

A. The Concept of the Language

Language has very important role in human life that function as a tool of communication. Language is also used to exchange the ideas, thought and feeling.

Horby A.S states that language is system of sound and word by human to express their felling.¹

It means that by using language we can communicate with the other people to express our felling. Beside that, by using language people can master in science and technology.

According to Celece, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.²

This idea is also supported by brown that langage is more than a system fo communication. It means that language is very important for communication in community.³

¹ Hornby A.S, *Oxford Learner's Dictionary Of Currnt English*. London: Oxford University Press.1995.

² Mariane Celece-Murcia, *Teaching English As a Second Or Foreign Language*,Devison Of Thomson Learning.2001

³ H. Douglas Brown, *Princilples of Language and teaching*, London,Longman,1994.p.4

B. Review of Previous Research

In this section, the researcher reviews previous research related to the speaking ability.

Rizky Amalia Azzahroh (2012) investigated the students' achievement in speaking ability by using dungeon and dragon board technique . the result showed that by using dungeon and dragon board technique could achieve the target speaking well.

C. Concept of Teaching English as a Foreign Language

Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories) and the learning condition (learning theories). Differences in language theories may effect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A methods that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that the actual teaching of English in indonesia may differ from the English teaching in Malaysia or teaching English in the united state of America, where the people should learn English in the condition where the language is used for communication in their daily lives.⁴

English as a foreign language has different characteristic from the mother tongue.

Although the students have learned it for years, but they still get difficulties in mastering and using it in daily communication. Therefore, it is supposed to a hard word for teacher to help them learn and master the language.

⁴Bambang Setiyadi, *Teaching English As a Foreign Language*, Graha Ilmu, Yokyakarta, Ed. I, 2006, p.20

Based on the statement above, the writer assumes that in teaching English a foreign language the teacher should prepare the material introductions and application of techniques well. Since language teaching and learning can be regarded as a process, the first role is to facilitate the communication process between the participants and

the various activities. In addition, teaching means facilitating learning, enabling the learners to learn, setting the condition for learning and showing and helping someone to learn how to do something. Teaching also means giving instruction, guiding in study of something, proving with knowledge, causing to know or understand.⁵ Therefore, it can be said that teaching is a process that should be done by the teacher, based on the experirnces, knowledge, and materials.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.⁶ It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is know that the objective of teaching a foreign language is to provide the students with the

⁵ H.D. Brown. *The Principle of Language Learning and Teaching*, New Jersey, Prentice Hall. 2000,p.7

⁶ D.A. Wilknis, *Linguistics in language Teching*, London, Edward Arnold Publisher. 1980, p.7

skills which enable them to communicate orally with the speakers of other nationalities who also learn this language.

D. Concept of Speaking

Speaking is one of language skills that plays an important role in learning a language. In addition Thornbury states that speaking is so much a part of daily life that we take it for granted.⁷ Sanggam Siahan states that speaking is the spoken productive skill. It is the skill of speaker to communicate information to a listener or a group of listeners.⁸ Speaking is one of the four basic skills in learning a language besides listening, reading, and writing. In Oxford Advanced Learner's Dictionary, speaking means to say words, to say or to talk about something or to have a conversation with somebody in words, etc, while speech means the power of the action of speaking, a manner or way of speaking⁹. Thus the main purpose of speaking is to send the message to another one or to be able to communicate about something by using a language and understood by someone who becomes the listener. In other words, it words or sound of articulation in order to inform to persuade, and to entertain.

⁷ Scots Thornbury, *How to teach speaking*. England, Longman, 2005,p.1

⁸ Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008,p.2

AS Hornby, *oxford Advanced Learner's Dictionary of current English*, Oxford University Press, London, Ed. 3, 2005, p.1140

Furthermore, speaking is the term used for verbal communication between people. When they are engaged in talking to each other, it is sure that they are doing communication. There is certain generalization that they can make about the majority of communicative events and these have particular relevance for the learning and teaching process. It is clear that to be able to speak well, a person should know the elements of speaking: they are grammar, vocabulary, pronunciation, fluency, and comprehension, and in other words, the writer can conclude that speaking is an act of expressing ideas, feelings, and opinions by using speaking elements; they are pronunciation, grammar, vocabulary, fluency, and comprehension.



Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1. Language features

The elements necessary for spoken production are as follows:

- a. Connected speech

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning).

- b. Expressive devices

It involves pitch, stress, speed, volume, physical-noun-verbal means for conveying meanings (super segmental features)

c. Lexis and grammar

Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval, etc.

d. Negotiation language

It is used to seek clarification and to show the structure of what we are saying.

1. Mental and social processing

Success of speaker's productivity is also dependent upon the rapid processing skill:

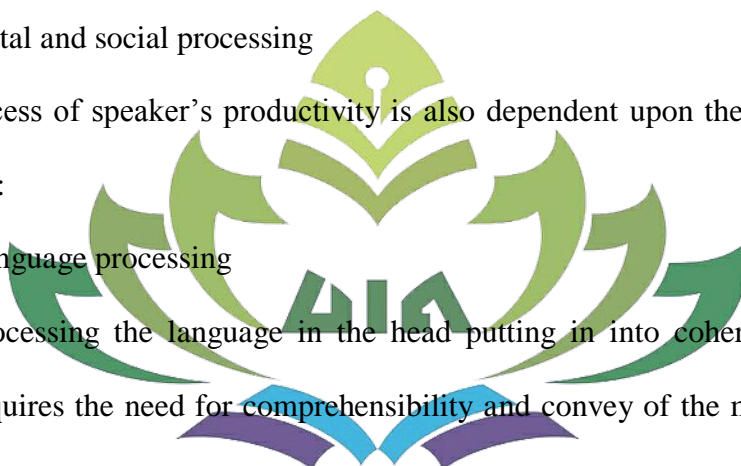
a. Language processing

Processing the language in the head putting in into coherent order, which requires the need for comprehensibility and convey of the meaning (retrieval of word and phrases from memory, assembling them into systematically and proportionally appropriate sequences).

a. Interacting with other

Effective speaking also involves a good deal of listening and understanding of how linguistically to make turns or allow other to do so.

b. (on the spot) information processing



It is quite apart from our responses to other's feelings, we also need to be able process the information they tell us the moment we get it.¹⁰

Based the explanation above, it is necessary that the participant processes knowledge of language features, and the ability to process information and language on the spot. Language features involve four areas: connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker processes these language features, processing skills, mental/social processing, will help him or her to achieve successful communication.

E. Concept of Speaking Ability

Speaking is the process between speaker and listener and it involves the productive skill and receptive skill understanding. According to Brown, there are five aspects in evaluating students' speaking, pronunciation, fluency, grammar, vocabulary, and comprehension.¹¹ It means that to be good at speaking, the students must have the mastery of pronunciation, fluency, grammar, vocabulary, and comprehension. This is supported by William Little who states that success is measured not only in the functional effectiveness of the language, but also in the

¹⁰Jeremy Harmer, *The practice of English language Teaching*, Longman, England, ED. 3, 2003, pp.269-271

¹¹H.Douglas Brown, *Language Assessment Principle and classroom practice*, Longman, California, 2004, p.157

terms of the acceptability of the forms that are used.¹² Based on the preceding statement, it can be said that speaking ability is the ability to express ideas, thoughts, feelings and opinions orally.

Additionally, speaking ability is one of language abilities to be learned and mastered by the students in learning a foreign language by practicing speaking the language learned, the students will more easily master it. Speaking is limited to the ability to conduct a simple conversation on some subjects, while speaking skill is a difficult one to access with precision since it is a complex skill to acquire. In communicating with other people, it is important to know the situation whether it is formal or informal. Besides, it is also important to know that the language used, in this case English, can be standard or non-standard so that they can communicate effectively.

According to Guntur, in speaking process, the speaker of the language uses and composes that thought and feelings into words. Indeed, Guntur adds that speaking is also a vocal skill, which is the ability to create emotional effects by using vocal. Furthermore, it can be concluded that students' speaking ability is their ability to express their ideas, opinion, thought, experiences and feelings using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension. It can finally be indicated with scores gained by the students from the test given.

¹²William Little Wood, *Communicative Language Teaching*, Cambridge University Press, England, 2004, p.21

F. Concept of Board Game

Hammond states while the concept of a board game is not new, the playing of board game is timeless.¹³ Many of us enjoy playing a good board game and then. Perhaps some of us have a regular "game night" whether you go for the traditional monopoly or yates or prefer more unique games like light gator golf and bolkus, board game can very entertaining. A lot of companies are making educational board game that teach things such as adding or subtraction. When these are obviously educational. Any type of board game can teach kids many important concepts.

G. Concept of the Dungeon And Dragon Technique

According to Gygsax and Ameson Dungeon And Dragon is a modern role of the most famous game in the world of fantasy manifold.¹⁴ This game generally takes place in the room, where the players sit around a table containing game equipment such as book stores, sheets regulation. In addition not infrequently, dice game also use miniature figurines are placed on the surface of the table. This technique is recommended every game session consists of three students in which two students role as a player and referee or a student as the narrator in the story of the game technique. The features of Dungeon And Dragon technique, i.e. listening to other, paraphrasing, and reporting back, can help students improve their

¹³ Hamond, Dan. Design Jurnal #01: The concept of Board Game. Internet Tessel, <http://BoardGamegek.Com>, 2011.

¹⁴ Gygsax and Dave ameson, *article is about the role playing game Dungeon And Dragon*, https://en.wikipedia.org/wiki/dungeon_%26_Dragon.

speaking skills. This technique is used as a treatment to improve the students' speaking skill

that covers grammar, vocabulary, comprehension, fluency, and pronunciation. In other words, this Dungeon And Dragon Board Technique may be hopefully expected to be an alternative technique which can be used for teaching speaking.

In addition to the statement above, the use of this Dungeon And Dragon Board technique as a teaching technique can boost a cooperative learning that helps the students master the language skills, particularly speaking ability. This technique is expected to create a fun learning atmosphere that can make students more creative, critical and joyful in the process of teaching learning, particularly in learning speaking. In other words, by implementing this Dungeon And Dragon Board Technique, the teacher can gear up his/her students to get used to a group discussion in which they are feel more relaxed and joyful to share their feelings and thought.

As a matter of fact, it can be concluded that Dungeon And Dragon Board Technique can be used an alternative teaching technique which promotes a class discussion, and finally improves students' speaking skills.

This article will address 5 important concepts that playing Dungeon And Dragon Board Technique can teach children.

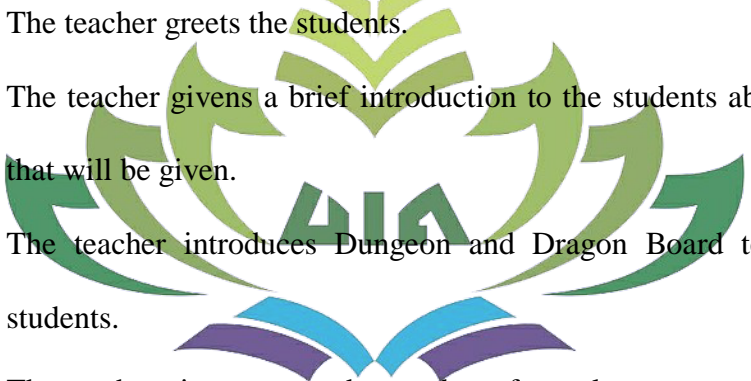
1. Taking Turns and having patience.
2. Playing Fair.
3. Reasoning and strategy skills.
4. Good sportmanship.
5. Friendship and working together.

1. Taking turns and having patience : In board game ,kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious, however, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.
2. Playing fair : it is so easy for kids to get upset when they lose a turn or thing don't go they way planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.
3. Reasoning and strategy skill: playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout
4. Good Sportsmanship : many kids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say

hurtful thing. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportmanship no matter who wins. Learning this concept can help them in any friendship they have as well as to be happy about others achievements.

H. Procedure of Teaching Speaking through Dungeon and Dragon Board technique

Below is the procedure of teaching speaking through Dungeon and Dragon board technique.

- 
1. The teacher greets the students.
 2. The teacher gives a brief introduction to the students about the material that will be given.
 3. The teacher introduces Dungeon and Dragon Board technique to the students.
 4. The teacher give command to students for make two group.
 5. The teacher give command one of students for be refree to games.
 6. The teacher read procedure of game and read story will play in the game.
 7. The teacher give command to twice group for start game.
 8. The teacher determine the winner and discuss.

I. The Advantages and Disadvantage of Dungeon And Dragon Board Technique

A. Carly states There are many advantages of using Dungeon and Dragon Board Technique in the classroom they are:¹⁵

1. They are motivating and challenging.
2. Learning a language requires a great deal of effort.
3. Dungeon And Dragon Board Technique helps students to make and sustain the effort of learning.
4. Dungeon And Dragon Board Technique provides language practice in the various skills- speaking, writing, listening and reading.
5. They encourage students to interact and communicate.
6. They create a meaningful context for language use.
7. Speaking skill board game bring real world context into the classroom, and increase students' use of English in a flexible, meaningful and communicative way.
8. Dungeon And Dragon Board Technique usually involve friendly competition and they keep students interested in learning the language.
9. Dungeon And Dragon Board Technique can help them (children) learn and hang on to new words more easily.

The reasons of the writer in choosing Dungeon And Dragon Board Technique as educational method for teaching speaking to the children are:

¹⁵Carly, Schuna, *The Advantages of learning games for kids*. Internet Assol. <http://w.w.w.Livestrong.com>.

1. Dungeon And Dragon Board Technique makes learning fun so your class and children are willing participants and not just there because they have to be.
2. Playing a game has a purpose to it, an outcome, and in order to play students have to say things – they have a reason to communicate rather than just repeat things back mindlessly. Therefore, they want to know and learn more.
3. Students get to use the language all the time during the board game
4. They involve a lot of repetition, and repetition is the mother of skill, it can be boring, but thanks to this board game, it is fun.
5. How do you expect your class or children to apply speaking skill if they never use it? Repetition is the mother of skill.
6. Dungeon And Dragon Board Technique lends themselves perfectly to quick bursts of revision. Using some of the board game, you can revise a massive amount of speaking skill and grammar in a few minutes.
7. If you use Dungeon And Dragon Board Technique to revise two or three topics every lesson, as well as teach the new language, imagine how well your kids will do at exam time, and how proud you will feel.
8. Children have a short attention span (even more so these days with the style and pace of the method, and computer board game), so injecting lively varied board game into your classes to practice the language you are teaching will keep your children alert and enjoying themselves

9. The philosophy of encouragement incorporated into this board game allows all students, including the less good ones, to gain in confidence. Usually this doesn't just mean they get better at your subject, but in all subjects. This makes everybody, including you, more motivated and optimistic, and you can really make a difference by helping your pupils have more self-esteem so they succeed in all areas of life.
10. You do not need many materials to play these board game (in some cases you need only your regular black board or classroom props). Once you have used the board game once you will need virtually no preparation time at all!
11. You will be able to give stimulating fun classes while keeping your evenings free for yourself and your own hobbies, family and friends, based on the above description, can be therefore it can be summarized that:
 - a) Dungeon And Dragon Board Technique are often used as short warm-up activities or when there is some time left at the end of a lesson. In this case, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Board game ought to be at the heart of teaching (foreign) languages.
 - b) Dungeon And Dragon Board Technique can be used at all stages of the lesson. But teachers must be sure that board game provided, are suitable and carefully selected by the teachers.

c) Before playing a game teachers should give attention to the number of students, proficiency level, cultural context, timing, learning topic, and the classroom settings.

B. Disadvantages of Using Dungeon And Dragon Board Technique

Although Dungeon And Dragon Board Technique has advantages, Dungeon And Dragon also has disadvantages. The disadvantages of Dungeon And Dragon Board Technique are, When applying this technique, the class becomes noisy since they have stars game until finish and can't discussion with other partner.¹⁶

J. Teaching Speaking By Using Dungeon and Dragon Board Technique

One of game in teaching speaking English is Dungeon and Dragon Board Technique. The effort of the linguist has strong basic because the learner entertained with their everyday life, give chances to the student to more creatively because Dungeon and Dragon Board Technique as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using Dungeon and Dragon Board Technique in teaching speaking will give achievement acquiring English.

Dungeon and Dragon Board Technique can increase motivation to learn the English for the students. They also have to add advantage of being memorable the

¹⁶ Suyanto, Kasihani K.E., *English for young Learners*, Bumi Aksara, Jakarta, 2007, p.101

words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well constructed drill is usually very quickly forgotten and finally, dungeon and Dragon Board Technique which helps to bring the students memorize more words.

The teachers begin to explain the materials, the teachers use Dungeon and Dragon Board Technique in order to make the students have more interests, attention and understand about the material. There are some steps that can be applied when the teacher use Dungeon and dragon Board Technique:

1. Discuss about the topic.
2. Introduce of the Dungeon And Dragon Board Technique
3. Try to attract the students' understanding about dungeon and dragon Board Technique.
4. The teachers begin to explain what does the Dungeon and Dragon Board Technique.
5. In order to know the achievement of the students, the teachers ask one of the students to repeat again what does the teachers do before start.
6. The teacher asks the students to create groups of three people
7. The teacher nominate two students to become assistant and simultaneously become referee or dungeon master.
8. In order students representatives to move forward and prepare for the game equipment.

9. The students designated as the referee started to give instructions and procedures game and stories that will be used.
10. To give students time to play Dungeon and Dragon Board Technique to finish and one of group recieved the highest score.
11. In order representatives of the group receiving the highest score tell the chronological story in the game.
12. after the teachers feel that all the students have understood of the material, the teacher continue to another topic.

K. Frame of Thinking

Based on the preliminary research, it was found out that the students got difficulty when they learned speaking or when had to speak. This was because the teacher did not use effective and interesting techniques to teach them speaking. Consenquently, they got bored and found difficulties to understand. In other words, it can be said that they were not motivated to learn speaking. On the other side, they might think that the teacher was not competent and uncreative in teaching speaking.

In relation to the teaching of speaking and referring to the frame of the theories montined before, the writer assummes that Dungeon and Dragon Board Technique is a suitable technique for teaching speaking because it generally can motivate

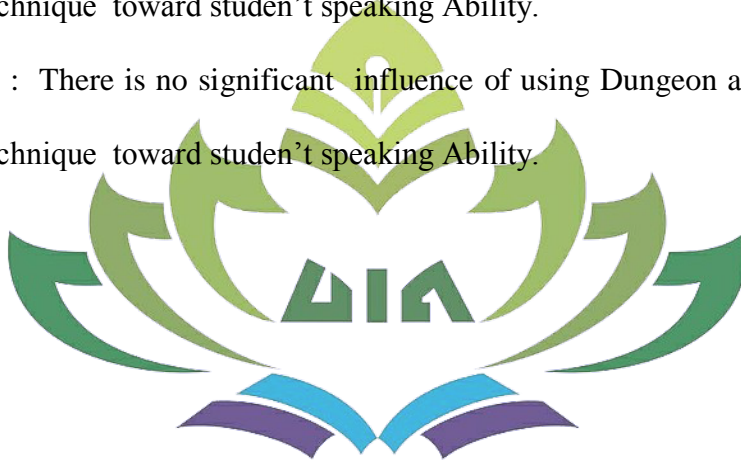
students in learning English particularly speaking and gain a better achievement in English subject and specifically improve students' speaking ability.

L. Hypothesis

Based on the theories and frame of thinking, the research proposed the following hypotheses :

H₁ : There is a significant influence of using Dungeon and Dragon Board Technique toward student's speaking Ability.

H₀ : There is no significant influence of using Dungeon and Dragon Board Technique toward student's speaking Ability.



CHAPTER III

METHODOLOGY OF RESEARCH

A . Research Design

In this research, the writer used quasi experimental research. There are two groups of students, one group as the experiment class and the other one group as the control class. The writer used apply front of the Dungeon And Dragon Board Technique in teaching Speaking for the experimental class, and using conventional technique for the control class. The writer used compare the result of the students' speaking of those two classes.

Consequently, the writer used two classes of students, one class as an experimental class and the other as a control class. In this research, the students in the experimental class was given the treatment (X) by using Dungeon And Dragon Board Technique, the student in the control class (O) was given treatment by using dialog memorization technique.

The design can be illustrated below:

G1 = T1 X T2

G2 = T1 O T2

Notes:

G1 = The first group (experimental class)

G2 = The second group (control class)

T1 = Pre-test

T2 = Post-test

X = Treatment through dungeon and dragon board technique

O = Treatment through dialog memorization technique.¹



B. Variables of the Research

A variable can be classified according to how they are measured and according to their functions in the research. Thus it can be classified as dependent and independent variables.

In this research, there are two variables : they are as follow:

1. The independent variable of the research is using dungeon and dragon board technique symbolized with (X)

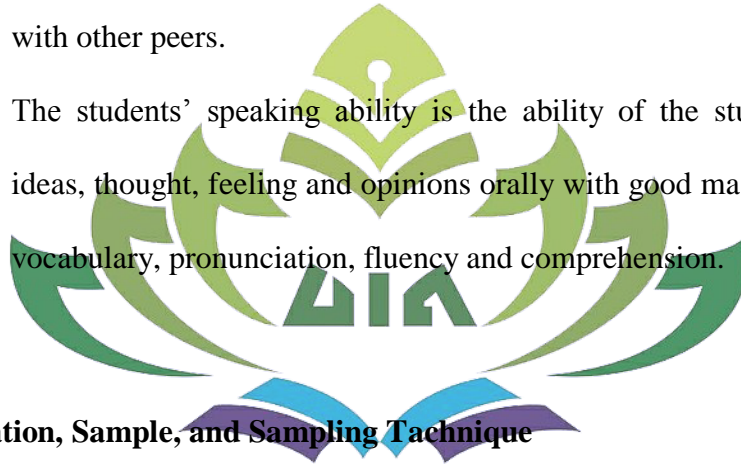
¹Ag. Bambang Setiadi.
Ibid.pp.12-19

2. The independent variable of the research is in speaking ability symbolized with (Y)

C. Operational Definition of Variables

The operational variables in this research are as follow:

1. Dungeon And Dragon Board Tachnique is a learning strategy that enables learners to work in peer to talk over something and then share the finding with other peers.
2. The students' speaking ability is the ability of the students to express ideas, thought, feeling and opinions orally with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension.



D. Population, Sample, and Sampling Technique

a. Population of the Research

Arikunto states that population is a set or collection of all seventh consisting of one or more attributes of interest.² In this research, the population is the seventh grade students of SMP SWANHIPA 1 Natar south Lampung in 2015/2016 academic year. The number of students is 107 distributed in 4

² Suharsini Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktis*, Rineka cipta, Jakarta, 2006, p.131

classes. The distribution of the population of the research can be seen in the following table.

Table 3.1

Total Number of the seventh Class Students of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 Academic Year.

| NO. | CLASS | GENDER | | TOTAL |
|-----|-------|--------|--------|-------|
| | | MALE | FEMALE | |
| 1. | 7A | 19 | 17 | 36 |
| 2. | 7B | 19 | 16 | 35 |
| 3. | 7C | 20 | 16 | 36 |

Source: Documentation at the Seventh class students of SMP SWADHIPA 1 Natar South Lampung in 2015/2016 Academic year

b. Sample of the Research

Arikunto says that sample is the part of population which will be investigated.³

Thus the sample of the research was two classes. One class as the experimental class and the other one as the control class.

c. Sampling technique

To determine the experimental class and control class, the writer taken sample from the population of the research by used cluster random smpling technique. As Hadi states that in cluster smple, the samples were not taken individually, but are based

³Suharsini Arikunto, *Ibid*,p.174

on the group of individuals. And the procedure to using cluster random sampling can be used with lottery.

ordinal and randomly.⁴ Additionally, setiyadi says that the samle in cluster samle can be determined by using random sample or systematic sample.⁵

Here are the steps in determining the experimental and control classes:

1. First, the writer provide 3 pieces of paper consisting of the three classes, 7A,7B,and 7C.
2. Next, the writer rolled that pieces and put them into a box.
3. Then, he shook the box until a roll of paper came out of it. He determined the first roll of paper that came out of the box as the experimental class. Next, he put the roll of paper back into the box.
4. The, the writer shook the box until he got another roll of paper. He determinid the second rolled paper as the control class.
5. The result is class 7A as the experimental class and 7B as the control calss.

⁴ Sutrisno Hadi, *Metodelogi Riset*. Andi Yokyakarta, 2004.p.94

⁵ Ag.Bambang Setiyadi,*op.cit*.p.42

E. Data Collecting Technique

In this reasearch the writer use the data which are taken from :

a. Pre-test

Pre-test was administered to know the students' speaking ability before treatment. The scoring was based on grammar, pronunciation, vocabulary, fluency, and comprehension. The result of was written in the scoring column on the paper.

b. Post-test

Post-test was administered to know the students' speaking ability after they are given the treatment. The topics was tested in the post-test same as those in the pre-test, because both of them was used to measure the students' speaking ability and to know whether there is positive influence of using Dungeon and Dragon Boar Game through' speaking ability or not. The result of the test be written in the scoring column on the paper.

c. Instrument of the research

The research instrument is a device was used by the writer in collecting data by which the work is easier as the data are complete and systematic.⁶ In this research, the instrument was oral test. This test was aimed at measuring the students' speaking ability, In this case, the test used oral test. There are two kinds of instrument of the research: they are pre-test and post-test.

a. Pre-test



| No. | Title |
|-----|------------------------|
| 1 | Holiday |
| 2 | Traveling and Vacation |
| 3 | Experience |

b. Post-test instrument

| No. | Title |
|-----|------------------------|
| 1 | Holiday |
| 2 | Traveling and Vocation |
| 3 | Experience |

⁶ Margono, S. *Metodelogi Penelitian Pendidikan*, Rineka Cipta.2007.p.155

F. Research Procedure

In this research, the writer conducted three steps: they are as follows :

1. Planning

Before the writer applied the research procedure, he made some planning to run the application well. There are some steps that be planned. The procedure of making planning of the research can be seen as follow:

a. Determining the subject

The writer determined the subject, in this case the writer chose the seventh grade students of SMP SWADHIPA 1 Natar south Lampung as the subject of research. There is one class take as control class and the other class as experimental class.

b. Preparing the try out

The writer prepared a tryout that was given to the students.

c. Administering pre-test.

The writer prepared a pre-test that given and aim at capturing the students' initial ability.

d. Giving the treatments

The writer gave three treatments within three meeting for experimental and control classes each. In the experimental class, the writer used Dungeon And Dragon Board Technique through as the technique in teaching Speaking, while in the control class, the writer

used dialog memorization technique as the technique used by the class teacher.

e. Administering the post-test

The writer conducted post-test to find out whether there is an increase in the students' speaking achievement or not.

f. Analyzing the data

In analyzing the data, the writer arranged the data systematically into a scring table based on the pre-test and post-test aimed to see the difference in the increasing of the students' speaking achievement before and after giving the treatment.

2. Application

After making the planning, the writer tried to apply the research procedure that has been planned. There are some steps in doing this research:

- a. In the first meeting, the writer gave try-out
- b. In the second meeting, the writer gave pre-test
- c. After giving the pre-test to the students, the writer conducted treatment, there are three meeting in conrol and three meetings in experimental class. The writer conducted the meeting by using Dungeon and Dragon Board Technique through technique. While in control class the writer conducted the treatment by using memorization technique.

- d. In the last meeting, the writer gave post-test.

3. Reporting

The last point done in the research procedure is reporting. There are three steps did in reporting. The steps are as follow:

- a. Analyzing the data that was already received from try-out test.
- b. Analyzing the data that was already received from pre-test and post-test.
- c. Making a report on the findings.

G. Criteria for Evaluating Students' Speaking

In evaluating the students' speaking ability, the writer used the oral English Rating Sheet Proposed by H.Douglas Brown. Based on this oral Rating sheet, there are five aspects to be considered: grammar, pronunciation, vocabulary, fluency, and comprehension.

Table 3.2

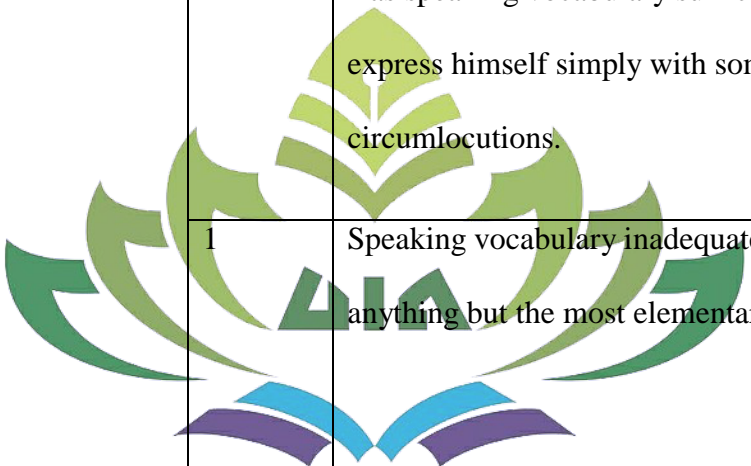
Speaking Rubric for Speaking Test

| NO | Criteria | Rating Score | Comments |
|----|---------------|--------------|---|
| 1 | Pronunciation | 5 | Equivalent to and fully accepted by educated native speakers. |

| | | | |
|---|----------------|---|--|
| | | 4 | Errors in pronunciation are quite rare. |
| | | 3 | Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. |
| | | 2 | Accent is intelligible though often quite faulty. |
| | | 1 | Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language. |
| 2 | Grammar | 5 | Equivalent to that of an educated native speaker. |
| | | 4 | Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. |
| | | 3 | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most |

| | | | |
|--|--|---|---|
| | | | formal and informal conversation on practical, social, and professional topics. |
| | | 2 | Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar. |
| | | 1 | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. |

| | | | |
|---|------------|---|---|
| 3 | Vocabulary | 5 | Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references. |
| | | 4 | Can understand and participate in any conversation within the range of his/ her experience with a high degree of precision of vocabulary. |



| | | | |
|----------|----------------|---|---|
| | | 3 | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word. |
| | | 2 | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. |
| | | 1 | Speaking vocabulary inadequate to express anything but the most elementary needs. |
| | | | |
| 4 | Fluency | 5 | Has complete fluency in the language such that his/her speech is fully accepted native speaker. |
| | | 4 | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a |

| | | | |
|---|---------------|---|---|
| | | | high degree of fluency |
| | | 3 | Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words. |
| | | 2 | Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information. |
| | | 1 | No specific fluency description. Refer to other four language areas for implied level of fluency |
| 5 | Comprehension | 5 | Equivalent to that of an educated native speaker. |
| | | 4 | Can understand any conversation within the range of his experience. |
| | | 3 | Comprehension is quite complete at |

| | | | |
|--|--|---|---|
| | | | anormal rate of speech. |
| | | 2 | Can get the gist of most conversation non-technical subjects (i.e., topics that required no specialized knowledge) |
| | | 1 | Within the scope of his/her is very limited language experience, can understan simle question and statements if delivered with slowed speesh repetition, or phrase. |

Criteria for the score :

5 = Exellent

4 = Very good

3 = good

4 = Average

5 = Poor⁷

⁷ H.Douglas Brown, *Language Assesment Principle and Classrom Pranciple*, Longman, California,2004,pp.172-173

H. Validity and Reliability of the Test

A. Validity of the Test

According to arikunto, validity is a measurement which shows the levels of validity or the real of the instrument, A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity.⁸ While Setiyadi says that generally validity is a measurement. To show how far the measurement measures something that must be measured.⁹ To measure whether the test has good validity or not, the writer used content validity and construct validity.

1. Content Validity

According to Setiyadi content validity associated with all the test items contained in a measuring instrument.¹⁰ It means that to get content validity the test adapted with Miss. Dian Setiawati, S.Pd as English teacher and the students. After that the writer consult to the English teacher, Miss. Dian Setiawati, S.Pd said that instrument is valid.

⁸Suharmi Arikunto,*Op.Cit*,p.211

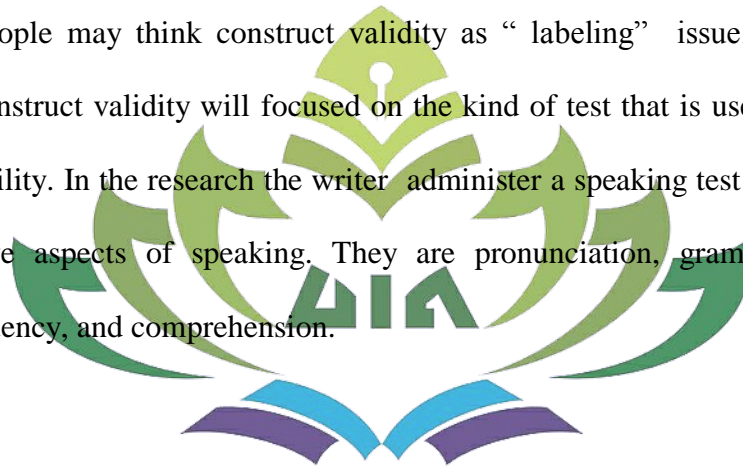
⁹ Ag. Bambang Setiyadi, *Op. Cit*, p.22

¹⁰ Ag. Bambang Setiyadi, *Op. Cit*, p.22

2. Construct Validity

Construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept. In other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can measure and examine.

People may think construct validity as “labeling” issue. In other words, construct validity will focus on the kind of test that is used to measure the ability. In the research the writer administer a speaking test when cover the five aspects of speaking. They are pronunciation, grammar, vocabulary, fluency, and comprehension.



B. Reliability of the Test

According Arikunto, reliability shows that an instrument that can be believed enough to be used as a tool of data collecting when the instrument has been good.¹¹ It means that if the data are true based on the fact, the result is the same. To get the reliability of the test, the writer use inter-rater reliability. It done by two raters, in this case the English Teacher of SMP SWADHIPA 1 Natar south Lampung and the

¹¹ Suharsimi Arikunto, *Op.cit.* p.221

writer. The statistical formula for counting the reliability is variant formula as follows:

$$R = 1 - \frac{6 \sum d^2}{N(n^2 - 1)}$$

Notes :

R = reliability

d = difference of rank correlation

N = Number of students¹²

Below are the criteria of reliability test:

0.00 – 0.190 : very low reability

0.20 – 0.39 : Low reliability

0.40 – 0.59 : Average reliability

0.60 – 0.79 : High reliability

0.80- 1.00 : Very high reliability.

¹² Anas Sudjiono, *pengantar Statistic Pendidikan*, Rajawali Press, Jakarta, Ed.1, 2011,p.232

$$R = 1 - \frac{6 \sum d^2}{N(n^2 - 1)}$$

$$R = 1 - \frac{6(33)}{20(20-1)}$$

$$R = 1 - \frac{198}{20(400-1)}$$

$$R = 1 - \frac{198}{7980}$$

$$R = 1 - 0.025$$

$R = 0.975 \rightarrow$ the criteria of reliability is very high

$$R = 1 - \frac{6 \sum d^2}{N(n^2 - 1)}$$

$$R = 1 - \frac{6(55)}{20(20-1)}$$

$$R = 1 - \frac{198}{20(400-1)}$$

$$R = 1 - \frac{330}{7980}$$

$$R = 1 - 0.041$$

$R = 0.959 \rightarrow$ the criteria of reliability is very high



1. Data Analysis

a. Test of the Data Normality

The writer used normality test to know whether the data have a normal distribution or not.¹³ Here, the test of Liliefors will be used.¹⁴ When the data have been collected, the normality test be applied.

The test was used to measure whether the data were normally distribution or not. The data tested by One-sample Kolmogorov-Smirnov Formula (SPSS 17.00)

Hypothesis for the normality test were as follows :

H_0 = The distribution of the data is not normal

H_1 = The distribution of the data is normal

H_0 is accepted if significant value does not exceed level of significance at 0.05, meanwhile, H_1 is accepted if significant value exceed level of significance at 0,05.

In analyzing the data, the writer calculated the students' achievement by:

1. Scoring the pretest and posttest.
2. Tabulating the results of pretest and posttest and calculating of both means.

¹³ Ag. Bambang Setiyadi, *Op. Cit*, p.169

¹⁴ Nana Sujana, *Metode Statistik*, Tarsito, Bambang, 2001, p.466

3. Interpreting the results of the pretest and posttest administered. The data analyzed by using statistical computerization.

C. Hypothetical Test

This step is to find out whether there is any improvement of the students' ability in speaking skill after being taught using dungeon and dragon board technique. There are two hypothesis : (H_0) zero hypothesis and (H_1) alternative hypothesis.

The hypotheses are :

H_0 : There is no a significant influence of using Dungeon And Dragon Board technique towards the students' speaking ability.

H_1 : There is a significant influence of using Dungeon And Dragon Board Technique towards the students' speaking ability.

While the criteria of the test are :

H_0 is accepted if the t-table is higher than t-ratio

H_1 is rejected if the t-table is lower than t-ratio

CHAPTER IV

RESULT AND DISCUSSION

A. Description of SMP Swadhipa 1 Natar South Lampung

1. Location of SMP Swadhipa 1 Natar

This research took place on SMP Swadhipa 1 Natar South Lampung, located on Jl. Swadhipa Desa Bumu Sari Kec. Natar Kab. Lampung Selatan.

2. History of SMP Swadhipa 1 Natar

SMP Swadhipa 1 Natar Sout Lampung is set up in 1980. Since it was established in 1980 has changed the headmaster for 5 times, they are :

1. Suparman, S.Pd (1980 – 1990)
2. Dra. Nurpuri (1990- 2000)
3. M.Arif, S.Pd (2000- 2005)
4. Bambang Hermawan, S. Pd (2005 – 2010)
5. Drs.Hi. Suprianto, M.M.Pd (2010-until now)

The activities of teaching learning process are done from morning to afternoon. The classes begin at 07. 00 AM in the morning and finish at 01.30 PM. In the learning process, the teacher are responsible for the

implementation of learning, it means that SMP 1 Swandhipa 1 Natar South Lampung always maintain discipline well.

3. Condition of teacher and Students of SMP Swadhipa 1 Natar South Lampung in 2015 / 2016 academic year

SMP Swadhipa 1 Natar South Lampung has 45 teacher. It consists of 30 males and 15 females. Clearly, in SMP Swadhipa 1 Natar South Lampung There are 7 English teachers. There are 3 English teacher teach the seventh grade, 2 English teacher teach the eight grade, and 2 english teacher teach the ninth grade.

Preview presence of teachers with different distributions can be seen as follow:

Tambl 4.1
Education personnel

| No | Gender | Total |
|----|--------|-------|
| 1. | Male | 30 |
| 2. | Famale | 15 |
| | Total | 45 |

There are 45 teacher and Staffs in SMP Swadhipa 1 Natar south Lampung. They consist of 30 Male and 15 female.

Table 4.2
Education Background

| No | Latest Education | Total |
|----|------------------|-------|
| 1 | D1 / SLTA | 7 |
| 2 | D2 | - |
| 3 | D3 | - |
| 4 | S1 | 37 |
| 5 | S2 | 1 |
| | Total | 45 |

From the table above, we can see that there 1 teacher has S2 degree, 37 teacher has S1 degree, 7 teacher has SLTA, and there are no has D3 and D2.

Moreover, in the 2015 / 2016 academic years, SMP Swadhipa 1 Natar south Lampung 10 group of classrooms from class VII to IX with 418 students. The detail in the following table :

Table 4.3
The students situation of
SMP Swadhipa 1 Natar South Lampung

| No | Year | Group of class | Total of students |
|----|------------|----------------|-------------------|
| 1 | 2013/2014 | 8 | 330 |
| 2 | 2014/2015 | 9 | 380 |
| 3 | 2015 /2016 | 10 | 418 |

From the table above we know that the number of students in SMP Swadhipa 1 natar South Lampung always increase in every year. From 2013/2014 until 2015/2016 academic year.

Table 4.4
Facilities of
SMP Swadhipa 1 Natar South Lampung

| No | Facilities | Total | Note |
|----|------------------------|-------|------|
| 1. | Classroom | 29 | |
| 2. | Lap ipa | 1 | |
| 3 | Library | 1 | |
| 4 | Computer Room | 1 | |
| 5 | Office Room | 1 | |
| 6 | Head Maser's Room | 1 | |
| 7 | Advistor Room | 1 | |
| 8 | Deputy Curriculum Room | 1 | |
| 9 | Adinistrator Room | 1 | |
| 10 | Teacher's room | 1 | |
| 11 | Mosque | 1 | |
| 12 | Teacher's Teble | 86 | |
| 13 | Teacher's Chair | 86 | |
| 14 | Student's Table | 800 | |
| 15 | Student's Chair | 800 | |
| 16 | White Board | 30 | |
| 17 | Teacher Toilet | 3 | |
| 18 | Students Toilet | 5 | |

According to the table above, SMP Swadhipa 1 Natar South Lampung has a lot of infrastructural building that support students and teachers in teaching and learning activity. Most of them are in good condition, there are some buildings that have to be removed, such as students' toilets and mosque.

B. Data Description

The writer got the data in the form of score. The scores were derived from the tests. There were two test in this research, they are pre-test and post-test. The pre-test were held on Mar 21st – 22nd, 2016. In pre-test activity, the writer gave students some topics and the students chose one of the topics, then

students start make conversation in pair and perform conversation in front of the class.

After doing the pre-test, the writer scored the students result, the result is :

$$\begin{aligned} \text{The average of the students' result} &= \frac{\text{The scores of the student}}{\text{The number of the student}} \\ &= \frac{2264}{35} \\ &= 64.6 \text{ (see appendix 23)} \end{aligned}$$

From the analysis above, the average achievement of the students' pre test was 64,6.

The writer concluded that the students had difficulties to speak English in performing conversation.

The post-test held on May 02nd-03rd, 2016. In post-test activity, the students did conversation, the students chose one of the topics, and then the students performed conversation in front of the class.

After doing the post-test, the writer scored the result, the students is: the average of the students' result = The scored of the students

$$\begin{aligned} &\text{The number of the students} \\ &= \frac{2449}{35} \\ &= 69.9 \text{ (see appendix 24)} \end{aligned}$$

C. Description of Treatment

According to the writer, all activities could run well. All students were paying attention to the teacher seriously while presenting the lesson. The students participated the class well. The treatments were very exciting and interesting to the students. They felt very interested in and enjoyable of the activities.

a. Description of the First Treatment

For the first treatment held on april 01st , 2016. The material was based on the school curriculum for the seventh of SMP. In the first treatment the students looked nervous. They did not know what Dungeon and Dragon Board Technique was and how to do it. So, the researcher introduced Dungeon and Dragon Board Technique itself before starting the activity. Then, the researcher explained the procedures to do it.

In this treatment, he asked the students to do Dungeon and Dragon based on the topic given, he asked the students to work in groups of two. After that, he asked two The teacher give command to students for make two group. The teacher give command one of students for be referee to games. The teacher read procedure of game and read story will play in the game. The teacher give command to twice group for start game. The teacher determine the winner and discuss. For the first treatment, the topic was ‘’ Holiday’’.

The result of observation can be seen as follow:

- 1) The description of the students' activities
 - a). 35 students were present
 - b). 6 students actively asked question about Dungeon and Dragon it self
 - c). 3 students actively answered teacher's questions
 - d). All students did activities asked by the teacher
 - f). All students paid attention to the teacher's explanation
- 2) The Description of the teacher's activities
 - a). The teacher was good enough in opening the lesson in which inside of did preparation of the instrument, and the material.
 - b). The teacher was good in giving explanation of the teaching material but sometimes too fast so that the students couldn't catch the material easily.
 - c). The teacher's voice in pronouncing the English was too fast, which made some students not understanding well.
 - d). the topics of Dungeon and Dragon were interesting enough so most of students enjoyed the process.

b. Description of the Second Treatment

The second treatment held on April 15th , 2016. It was better than before because the students felt in accustomed doing Dungeon and Dragon. They felt enjoyable with the material and the topic of ‘‘ Traveling and Vocation’’.

The researcher asked the students to do Dungeon and Dragon based on the topic. The procedure was same with the previous treatment The result of observation can be seen as follows:

1) The Description of the students’ activities

- a) 35 students were present
- b) 3 students actively asked questions about dungeon and dragon technique
- c) 3 students actively answered the teacher’s questions
- d) 33 students did the activities asked by the teacher
- e) 30 students paid attention to the teacher’s explanation

2). The description of the teacher’s activities

- a). The researcher was good enough in opening the lesson
- b). The reasearcher gave enoughchance to the students during learning teaching proces
- c). The reseacher was developing question-answer activity by giving enough opportunity to students asking questions about the material.

d). The researcher showed fair attitude to students and warned the trouble maker in th classroom.

e). The researcher's vouce was loud and clears enough, so that all of the students could hear her voice.

f). The researcher helped the students to review the teaching material, which made the students more understand what they have learnt.

c. Description of the Third Treatment.

In the treatment held on the April 29nd, 2016. It was better than before because the students felt in accustomed in teaching learning process through Dungeon Nad Dragon technique. In this session, the looked enthusiastic in doing Dungeon and Dragon with the topic "Experience".

The result of observation can be seen as follow:

1) The Description of the students' activities

- a. 34 studnets were present
- b. 4 students actively asked questions about the material
- c. 5 studnets actively answered the teacher's question
- d. 34 students actively in doing Dungeon and Dragon Board
- e. 34 stduents did the activities asked by the teacher
- f. 34 students paid attention to the teacher's explanation
- g. Students did not make some noise in the classroom.

2). The Description of the teacher's activities

- a. The researcher was good enough in opening the lesson.
- b. The researcher gave enough chances to the students to be active during the teaching learning process.
- c. the researcher was good in giving explanation of the teaching material
- d. the researcher was good enough in classroom management in handling the class.

D. Data Analysis

1. Result of the Analysis

The objective of this research was to know whether there was any significant influence of using dungeon and dragon technique toward students' speaking ability. This treatment was conducted in class seventh of SMP Swadhipa 1 Natar. In this research, total of population was 70 students. Those 70 students were distributed into 2 classes. Two of three classes were chosen as control class and experimental class.

2. Result of pre-test

The pre-test was conducted to find out the input of students' speaking ability before the treatments were given. The instrument was in form text conversation about holiday and conducted in 60 minutes in the experimental class.

Based on the result of pre-test it was found that total score was 2264 (see appendix..). The mean was 64.68; the highest score was 80 The lowest score was 40 the median was 60 and the mode was 72 the distribution of students' pre-test score can be seen in the following table.



Table 2 Distribution Frequency of the students' score of Pre-test

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | 40 | 2 | 5.7 | 5.7 | 5.7 |
| | 42 | 5 | 14.3 | 14.3 | 20.0 |
| | 60 | 7 | 20.0 | 20.0 | 40.0 |
| | 64 | 4 | 11.4 | 11.4 | 51.4 |
| | 66 | 1 | 2.9 | 2.9 | 54.3 |
| | 72 | 4 | 11.4 | 11.4 | 65.7 |
| | 78 | 7 | 20.0 | 20.0 | 85.7 |
| | 80 | 5 | 14.3 | 14.3 | 100.0 |
| Total | | 35 | 100.0 | 100.0 | |

From the table above, it can be seen that only 5 students got score more than 78. There are 7 students who got score 78 and 4 students got score 72. And

the rest 20 students got score lower than 72. It could be summarized that the student' ability in speaking were still low. The students' score were lower than the minimal mastery criterion (KKM) of SMP Swadhipa 1 Natar which required students to get score more than 78.

3. Result of Post-test

After giving three times treatments to the students, the post-test was administered in order to know whether there was significant improvement of students' speaking ability or not. The post-test was exactly the same as pre-test by disordering the text conversation. There were 3 kind of the text conversation and was conducted in 60 minutes. The total score of post-test was 2449 (see appendix..) The mean of

Post-test was 69.97 the highest score was 84 the lowest was 44 the median was the 80 mode was 66 the distribution of students' post-test score can be seen in the following table.

Table 3 Distribution Frequency of the Students' score of Post-test

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------|-----------|---------|---------------|--------------------|
| Valid 44 | 3 | 8.6 | 8.6 | 8.6 |
| 46 | 1 | 2.9 | 2.9 | 11.4 |

| | | | | |
|-------|----|-------|-------|-------|
| 58 | 1 | 2.9 | 2.9 | 14.3 |
| 60 | 2 | 5.7 | 5.7 | 20.0 |
| 64 | 1 | 2.9 | 2.9 | 22.9 |
| 66 | 7 | 20.0 | 20.0 | 42.9 |
| 72 | 2 | 5.7 | 5.7 | 48.6 |
| 74 | 4 | 11.4 | 11.4 | 60.0 |
| 77 | 1 | 2.9 | 2.9 | 62.9 |
| 78 | 1 | 2.9 | 2.9 | 65.7 |
| 80 | 9 | 25.7 | 25.7 | 91.4 |
| 84 | 3 | 8.6 | 8.6 | 100.0 |
| Total | 35 | 100.0 | 100.0 | |

Based on table 3 above, it can be seen that were 15 students who who got score in interval 44-66. The followed by 6 students in interval 72-74. There were only 13 students who got score in interval 77-84. It indicated that the influence students' speaking ability had improve after having three time treatments using dungeon and dragon board technique.

a. Reliability of post-test.

In this research, the writer found that the reliability of post-test was excellent. It can be seen in be seen in appendix 22 that the reliability score was 0.9.59 which means excellent.

$$R = 1 - \frac{6(\sum D^2)}{N(N-1)}$$

$$R = 1 - \frac{6(55)}{20(20-1)}$$

$$R = 1 - \frac{330}{20(400-1)}$$

$$R = 1 - \frac{330}{7980}$$

$$R = 1 - 0.041$$

$$= 0.959$$

4. Result of Normality Test.

The aim of computing the normality test was to find out whether the data was normality distributed, since it was one of the prerequisites to compute data using T-Test. The data were analyzed by one simple kolmogorov-smirnov formula (SPSS 17.0)

Based on the result of normality test of pretest showed that the value of two tailed significance was 0.248 (see appendix). It means that H_1 was accepted and H_0 was rejected since $0.248 > 0.05$ It implied that the distribution of the test was normal. The result of normality test in posttest showed that the value of two tailed significance was 0.432 (see appendix). Since $0.432 > 0.05$ it could be stated that the data of posttest was normally distributed.

From the result of normality test above, the writer conclude that the hypothesis was accepted which meant that the data was normally distributed.

5. Improvement of influence students' in Speaking Ability

In order to see the students' improvement, the results are discussed in detail in the following sections:

6. Improvement of influence the students' ability from the Result of pre-test and Post-test.

Based on the result of pre- test and post-test above, it can be said that using Dungeon and Dragon board technique in teaching and learning process could improve the students' influence in speaking ability. From the analysis of the results of pre test and post-test it showed that the total score of pre-test was 2264 improve to 2449 in the post-test. The gain score the students was... students' gain of mean pre-test and post-test score as in the following table bellow :

Table 4 Mean Scores of Pre-test and Post-test

| Paired Samples Statistics | | | | |
|---------------------------|---------|----|----------------|-----------------|
| | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 Pretest | 64.7429 | 35 | 13.90798 | 2.35088 |

Paired Samples Statistics

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|----------|---------|----|----------------|-----------------|
| Pair 1 | Pretest | 64.7429 | 35 | 13.90798 | 2.35088 |
| | Posttest | 69.9714 | 35 | 11.84330 | 2.00188 |

From the table above, the mean score improve from 64.74 in the pre-test to 69.97 in the post-test. The highest score of pre-test was 80 and the highest score of post-test was 84. The gain score of the students was 4. The lowest score of pre-test was 40 and the lowest score of post-test was 44. The gain score was 4 (see Appendix)

In order to prove whether the data had improved or not, the researcher used the repeated measures t-test to analyze the data.

Table 5 Results of Students' Speaking ability Achievement**Paired Samples Test**

| | | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
|--------|--------------------|--------------------|----------------|-----------------|---|----------|--------|----|-----------------|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | pretest - posttest | -5.22857 | 7.98560 | 1.34981 | -7.97172 | -2.48542 | -3.874 | 34 | .000 |

From the table 5, the results of t-test computation, t- value can be seen higher than t-table $3.874 > 2.042$ and with the level the significance $p < 0.05$ and sig. 2 tailed

was 0.000. it means that teaching using dungeon and dragon board technique

Table Hypothesis testing

| Paired Samples Test | | | | |
|---------------------|--------------------|---|----|-----------------|
| | Paired Differences | t | Df | Sig. (2-tailed) |

towards students' speaking ability.

7. Hypothesis Testing

Hypothesis testing was used to prove whether the hypothesis proposed by the researcher was accepted or not. There are two hypothesis in this research : H_0 is there is no significant improve of students' influence speaking ability after being taught using dungeon and dragon board technique at the first grade students of SMP swadhipa 1 Natar. And H_1 there is significant improvement of students' influence speaking ability after being taught using dungeon and dragon board technique at the first grade of SMP Swadhipa 1 Natar. Then

| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
|---------------------------|----------|----------------|--------------------|--|----------|--------|----|------|
| | | | | Lower | Upper | | | |
| Pair 1 pretest - posttest | -5.22857 | 7.98560 | 1.34981 | -7.97172 | -2.48542 | -3.874 | 34 | .000 |

rejected, the researcher used t-test formula to analyze the data. The hypothesis was analyzed at significant level of 0.05 in which the hypothesis is approved of $\text{sig} < 0.05$.

| Paired Samples Statistics | | | | | |
|---------------------------|----------|---------|----|----------------|-----------------|
| | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | Pretest | 64.7429 | 35 | 13.90798 | 2.35088 |
| | Posttest | 69.9714 | 35 | 11.84330 | 2.00188 |

from the table above, the results of the computation showed that t – value was 3.874 and the sig .2- tailed 0.000. it means that H1 was accepted and H0 was rejected since $0.000 < 0.05$. it can said tat Dungeon and Dragon board technique could be used to improve students ‘ influence in speaking ability. In other words. The hypothesis was accepted.

8. Discussion

Based on analysis of the data and testing of hypothesis we got the result that there was a significant influence of using Dungeon and Dragon Board technique towards students’ speaking ability at the first semester of seventh class at SMP Swadhipa 1 Natar sout Lampung in 2015-2016 academic year.

The finding of this research are line with the finding of the previous research conducted by Rizky Amalia Azzahroh (2012) who had similarities with the result of this research. The similarities are that Dungeon and Dragon Board Technique can be used influence the students' achievement in speaking. By using dungeon and Dragon Board Technique the students became more interested to learn speaking.

The significant improvement of the students' achievement in speaking can be seen from the result of pre test and post test. The researcher administered the pre test before conducted the treatments. Based on the result of pre test, it was found that the students' score were still lower than minimal mastery criterion (KKM) which required the students to get the score more than 5,9 . the result of post test showed that the avarage score was 6.7.

According to Gygsax and Ameson Dungeon And Dragon is a modern role of the most famous game in the world of fantasy manifold.¹ This game generally takes place in the room, where the players sit arround a table containing game equipment such as book stores, sheets regulation. In addition not infrequently, dice game also use miniature figurines are placed on the surface of terraced. This technique is recommended every game session consists of three students in which two students role as a player and referee or a student as the narrator in the story of the game technique. The features of Dungeon And Dragon technique, i.e. listening to other,

paraphrasing, and reporting back, can help students improve their speaking skills. This technique is used as a treatment to improve the students' speaking skill that covers grammar, vocabulary, comprehension, fluency, and pronunciation. In other word, this Dungeon And Dragon Board Technique is hopefully expected to be an alternative technique which can be used for teaching speaking.

In addition to the statement above, the use of this Dungeon And Dragon Board technique as a teaching technique can boost a cooperative learning that helps the students master the language skills, particularly speaking ability. This technique is expected to create a fun learning atmosphere that can make students more creative, critical and joyful in the process of teaching learning, particularly in learning speaking. In other words, by implementing this Dungeon And Dragon Board Technique, the teacher can gear up his/her students to get used to a group discussion in which they are feel more relaxed and joyful to share their feelings and thought.

As a matter of fact, it can be concluded that Dungeon And Dragon Board Technique can be used an alternative teaching technique which promotes a class discussion, and finally improves students' speaking skills.

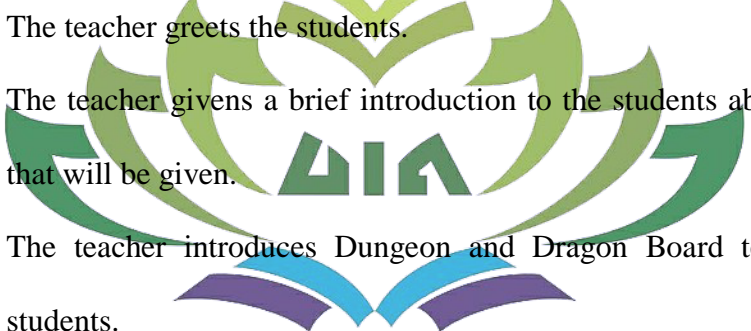
This article will address 5 important concepts that playing Dungeon And Dragon Board Technique can teach children.

1. Taking Turns and having patience.
2. Playing Fair.
3. Reasoning and strategy skills.
4. Good sportmanship.
5. Friendship and working together.

1. Taking turns and having patience : In board game ,kids are taught to wait for their turn. Sometimes this can be hard as kids tend to get anxious, however, as this skill is practiced, it will get easier for them in board games and in playing with friends and siblings in general.
2. Playing fair : it is so easy for kids to get upset when they lose a turn or thing don't go they way planned, but it is important for them to learn that cheating is not fair. In a way it follows the golden rule because they wouldn't want someone else to cheat so they need to not cheat. Learning this concept will help kids as they grow older and have different disappointments when things don't turn out as planned. It will also teach them to be honest in school and, later on, the workplace.
3. Reasoning and strategy skill: playing board games will help kids reason and strategize about the best way to "play their cards" to their best advantage. This is an important concept in making everyday life decisions throughout

Good Sportsmanship : many kids get so worked up about having to win the game and boast if they do. Then if they don't win they may be bitter or say hurtful thing. Kids need to know that having fun is the most important part of playing the game and to be humble and have good sportmanship no matter who wins. Learning this concept can help them in any friendship they have as well as to be happy about others achievements

Below is the procedure of teaching speaking through Dungeon and Dragon board technique.

- 
1. The teacher greets the students.
 2. The teacher gives a brief introduction to the students about the material that will be given.
 3. The teacher introduces Dungeon and Dragon Board technique to the students.
 4. The teacher give command to students for make two group.
 5. The teacher give command one of students for be referee to games.
 6. The teacher read procedure of game and read story will play in the game.
 7. The teacher give command to twice group for start game.
 8. The teacher determine the winner and discuss.

One of game in teaching speaking English is Dungeon and Dragon Board Technique. The effort of the linguist has strong basic because the learner

entertained with their everyday life, give chances to the student to more creatively because Dungeon and Dragon Board Technique as method in teaching speaking English is very effective and more interested because the students will be memorized the vocabulary and, the enjoying the picture in the board. So that using Dungeon and Dragon Board Technique in teaching speaking will give achievement acquiring English.

Dungeon and Dragon Board Technique can increase motivation to learn the English for the students. They also have to add advantage of being memorable the words much less likely that the students will forget the words, and therefore the language practice in it, whereas language practice in even well constructed drill is usually very quickly forgotten and finally, dungeon and Dragon Board Technique which helps to bring the students memorize more words.

The teachers begin to explain the materials, the teachers use Dungeon and Dragon Board Technique in order to make the students have more interests, attention and understand about the material. There are some steps that can be applied when the teacher use Dungeon and dragon Board Technique:

1. Discuss about the topic.
2. Introduce of the Dungeon And Dragon Board Technique
3. Try to attract the students' understanding about dungeon and dragon Board Technique.

4. The teachers begin to explain what does the Dungeon and Dragon Board Technique.
5. In order to know the achievement of the students, the teachers ask one of the students to repeat again what does the teachers do before start.
6. The teacher asks the students to create groups of three people
7. The teacher nominate two students to become assistant and simultaneously become referee or dungeon master.
8. In order students representatives to move forward and prepare for the game equipment.
9. The students designated as the referee started to give instructions and procedures game and stories that will be used.
10. To give students time to play Dungeon and Dragon Board Technique to finish and one of group recieved the highest score.
11. In order representatives of the group receiving the highest score tell the chronological story in the game.
12. after the teachers feel that all the students have understood of the material, the teacher continue to another topic.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

In line with the result of the data analysis and discussion, the following conclusions are drawn:

There is a significant influence of students' speaking ability after they were taught through Dungeon and Dragon Board Technique. It can be seen from the mean score of students' score in pre-test improved from 64.6 to 69.9 in post-test. The gained score between the mean of pre-test and post-test was the significant value of post-test was 0.000 ($p = 0.000$) that was lower than 0.05. T-value was 3.874 which was higher than t-table 0.3610 at the level significant 0.05 means that H_1 was accepted.

B. Suggestion

From the advantages of dungeon and dragon board technique speaking ability to the seventh class of SMP Swadhipa 1 Natar south Lampung, the writer would like to give some suggestions.

1. Suggestion for Teacher

- a. Dungeon and dragon as an alternative technique of the teaching process is a good way to be applied in the seventh class students of SMP Swadhipa 1 Natar South Lampung to improve their speaking ability.
- b. The teacher should give more chances to the students to be more active, and let the students to do several practices. The teacher should trust the students that they are able to do those activities by themselves. Here, the teacher only observes and helps the students when they meet difficulties.
- c. High appreciation from the students does not make the teacher in a hurry to add more material to learn. The teacher should not brush to add new material before the students understand the material.

2. Suggestion for the Students

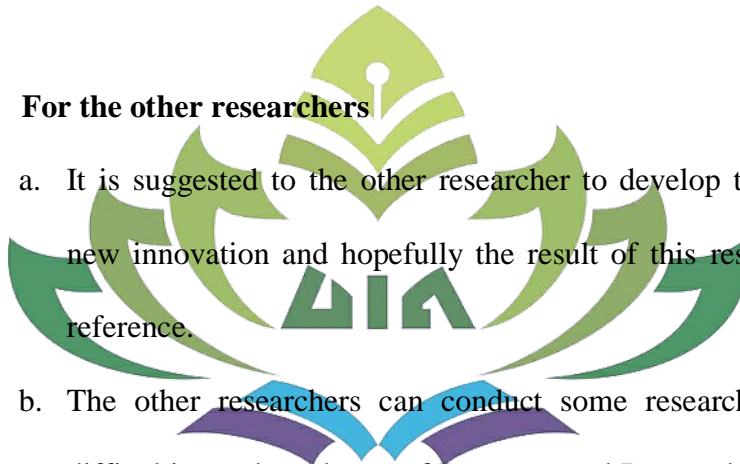
- a. The students should learn and be more active in speaking English in order to develop their ability in speaking English.
- b. The students should practice the language they have learnt with their environment even with their friends or teacher.
- c. The students should assume Dungeon and Dragon board technique as their custom when they try to share to get information based on the topic in their environment.

3. Suggestion for the School

- a. The school should provide some more English books to be read by the students, so they can increase their knowledge.
- b. The school should provide another program of English for students such as English club or English course for students to practice their English competency.

4. For the other researchers

- a. It is suggested to the other researcher to develop this research with new innovation and hopefully the result of this research could be a reference.
- b. The other researchers can conduct some research on finding the difficulties and weakness of Dungeon and Dragon board technique in process of teaching and learning.



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